

**First Year Seminar: Why Do Grandparents Matter?**  
Spring 2009 – FRPG 189C  
M-W-F 1:40-3:10 p.m. (Carnegie 107)

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**Mentor**

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**Required Text and Materials**

Davis, James P. *The Rowman & Littlefield Guide to Writing with Sources*. Boston: Rowman and Littlefield Publishers, INC., 2007.

Hacker, Diana. *A Pocket Style Manual*, Fifth Edition. Boston: MA: Bedford/St. Martin's, 2008.

Navalta Poblete, Pati. *The Oracles: My Filipino Grandparents in America*. California: Heyday Books, 2006.

\*\*All of the readings for the course, otherwise noticed with specific page numbers, will be posted on the online system ANGEL accessed at <http://angel.stlawu.edu/>

**COURSE DESCRIPTION**

In this seminar, we will explore the complex social role that grandparents play in the lives of young grandchildren. According to the 2000 Census Bureau 2.5 million grandparents in the United States are the primary caregivers for their grandchildren and 6.1 million have a grandchild under 18 living with them. We will begin by investigating the profile of grandparents raising grandchildren, grandparent-grandchild experiences, legal status issues and the emergence of national organizations, among other topics of relevance. Then we will turn our focus to the ways in which grandparents have contributed to our sense of personal heritage and cultural memory. At that point, we will be covering topics such as storytelling, intergenerational relationships, family history and how grandparenthood is constructed among mainstream and minority groups in this country. We will engage these topics through films, personal interviews, guest speakers, fiction, memoirs and news clips. Further, this seminar will provide students with

opportunities to enrich their study and research through working with, for example, senior residents at Partridge Knoll Retirement Community.

### **FIRST-YEAR SEMINAR RESEARCH PROJECT LEARNING GOALS**

With respect to research skills specifically, our learning goals for the spring are that students should:

Learn to differentiate among the various ways that information is produced and presented, between popular and scholarly journals and books, between mainstream and alternative publications, between primary and secondary sources.

Learn how to evaluate and synthesize information, whether gathered from traditional sources, e.g., books and journals, or from websites or electronic media.

Begin to develop the skills of critical analysis in the interpretation and use of information gathered from any source.

Be introduced to the ethical obligations that scholars have to both responsibly represent their sources and inform their readers of the sources of their information, as well as learning, and being held responsible for the proper use of, the conventions of scholarly citation and attribution.

Present the results of your research in written, spoken, visual and/or other forms that demonstrate the ability to communicate effectively using the conventions of the mode of communication adopted.

### **FIRST-YEAR PROGRAM PHILOSOPHY AND GOALS FOR 2008-09**

The First-Year Program (FYP) and First-Year Seminar (FYS) are the first steps in a four-year process of helping you meet the University's Aims and Objectives and the broader goals of a liberal education. The faculty of the FYP and FYS see themselves as partners and mentors in the process of working with you to acquire the intellectual habits of the mind, writing, speaking, and research skills, and the ethical self-reflection that are at the core of a liberal education. The FYP and FYS will ask you to consider new perspectives on the world and your place in it and will challenge you to confront many of the hidden assumptions you bring to college with you. We hope to open you to new ideas, help you to see the complexity of the way in which knowledge gets produced and used in society, and encourage you to see yourself as an active contributor in making the world a better place. The course topics, the texts you will read, listen to, and watch, the in-class and out-of-class activities you will engage in, and the writing, speaking, and research assignments you will work on are all designed to introduce you to the depth of critical thinking and the quality and complexity of the communication skills that will be expected of you at SLU and as a citizen of an increasingly diverse society.

First and foremost among our goals are those related to your abilities as a communicator. The work of the FYP and FYS asks you to design and deliver written, spoken, performed

and/or visual texts that demonstrate basic skills in the relevant modes of communication and with an increasing degree of rhetorical sensitivity. Our focus on “rhetorical sensitivity” means that we expect you to cultivate the awareness that all of your communication, whether formal or informal, involves having to make choices about your messages, whether written, spoken, aural or visual. To become a good communicator, you need to recognize that the creation of meaningful and powerful written, spoken, performed, or visual texts involves both a creator and an audience, and that therefore the voice you adopt in your communication, the audience you imagine yourself communicating to, and the social and ethical context of the content, matter a great deal in creating such texts. One important way to become a better communicator is to become a better critical reader, viewer, and listener, which is why we will ask you to engage challenging materials in a variety of forms and work with you to learn how to interpret them.

Learning to read, listen, write, speak, do research and/or perform well also requires feedback. As faculty, we submit our work for feedback from colleagues all the time, and giving and receiving constructive feedback from both friends and strangers is central to collaborative work in any field and is itself a form of critical thinking and learning. We further recognize that this feedback process is not linear and that good communication requires that you continually rethink, restructure, and revise your work in order for it to be your best. This is why we require that your writing, speaking, and performance assignments be “projects” that include preparatory exercises and multiple drafts or rehearsals, all of which ask you to continue to reflect critically on the choices you have made in the texts that you produce. Furthermore, we see all of these forms of communication as complementary and intertwined, which is why many of your assignments will ask you to integrate elements of the written, spoken, performed, and visual. Finally, developing good habits of critical inquiry and communication also means reflecting on the ethical dimensions of how your work represents that of others, thus one of our goals is to help you to understand both the nature of academic integrity and the social processes by which knowledge is produced and represented.

To ensure that the program is meeting its stated goals, all FYP and FYS syllabi are read by other faculty in the program to determine if they include a variety of assignments that foster the writing, speaking, research, and critical thinking goals of the program. All FYP and FYS courses have to be approved by faculty in the program before they are offered.

## **COURSE POLICIES AND REQUIREMENTS**

### **Attendance and participation**

This is an interactive class and you are expected to engage actively in class discussion, learning exercises and group activities. In order to participate, you must be present!

**Attendance is therefore mandatory.** You are allowed *two* (2) unexcused absences for any reason. Thereafter each absence will lower your final grade by -.25 points, except in the extraordinary case of excused absences. Please note that the list of possible, excused

absences is very short -- university-sanctioned and documented extracurricular activities or documented, verifiable emergencies. It is courteous to let me know beforehand if you are going to be absent, but does not constitute an excuse.

**Lateness** is disrespectful to both your professor and your classmates. Therefore, *three* (3) late arrivals will count as an absence. If you arrive after I take attendance, you are responsible for letting me know so I can make the necessary corrections, otherwise you will be considered absent.

**Effective participation** is an integral part of our work this semester and part of your final grade. Mere presence in class does not guarantee a good participation grade. There are several components we consider crucial for effective participation in this class. They are:

1. **Professional behavior.** Our classroom should be friendly, relaxed, and fun, but we are engaged in serious work at the same time. Therefore we must be respectful of each other at all times. All cell phones and electronic devices must be turned off during class time (not just on vibrate). Chewing gum and eating are not allowed in class to avoid mess and distraction. Any hat or baseball cap should be removed before entering the classroom; this way I can see each other well. Please, get quickly into the habit of removing them or I may ask or discreetly signal you to remove it.

Another important aspect of respect and professionalism is keeping appointments with your professor, the class writing mentor, and your classmates when you are working on class assignments.

2. **Careful preparation.** It is impossible to participate effectively if you have not prepared for class. You are expected to have completed all reading and writing assignments by the start of class on the days they are listed on the syllabus. You must also bring all relevant readings, notes, paper, and writing tools to each class session.

3. **Engaged participation.** There are many ways to demonstrate engaged participation including active listening, thoughtful questioning and responding to others' ideas, and working collaboratively on group assignments. Keep in mind that the person who talks the most is not necessarily the most engaged and effective participant. It is often more effective to listen carefully first, then help the group to see things in a new way, or make points or connections that have not yet been raised.

4. **Students' Days.** On the days marked on the syllabus as students' days you all (individually or in groups of 2-3) will be in charge of the class and I will only intervene if you ask me to do so. The purpose is to have a highly interactive class in which you will be responsible for (1) summarizing the key point in the readings, (2) developing questions on a specific section of an article, (3)

commenting on how several points discussed in the readings apply to real-world situations, (4) commenting on how you interpret the importance of concepts/ideas raised in the readings or (5) creating a hands-on activity to review the material discussed in class up to that moment, among other possible activities.

The professor will give you specific instructions on what to do for that day but, as mentioned above, I will not be part of the discussion. However, close to the end of the class session the entire class including the professor will summarize on the board the main ideas covered that day.

Your participation this semester will be evaluated following this rubric:

**3.5-4.0 Outstanding Contributor:** Contributions in class reflect exceptional preparation. Ideas offered are always substantive, provide one or more major insights, and offer direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.

**2.75-3.25 Good Contributor:** Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights, and sometimes offer direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

**2.0-2.5 Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

**1.25-1.75 Non-Participant:** This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

**0.0-1.0 Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights, and never offer a constructive direction for the class. Integrative comments and effective challenges are absent.

## **ORAL & WRITTEN ASSIGNMENTS**

**Community Based Learning and Service Experience.** This class, as previously mentioned on the course description, involves the mandatory (not voluntary) interaction with a senior citizen at the Partridge Knoll Retirement Community for a minimum of two contact hours per week. It is expected that the students will plan for this to be carried out

during the week-day afternoons, although weekends are also a possibility. The CBL is intended to provide you with real-world exchanges that can turn your academic experience into a more relevant and meaningful one while it also enriches you at a personal level. In addition, your professionalism –attendance, punctuality and respectful conduct- while participating in this experience is a given.

Near the end of the semester you will prepare an oral presentation of, at most, ten minute to evaluate the experience, present the questions raised by it, and show the benefits and challenges of this component of the course. As you prepare the presentation you should (1) briefly describe your experiences and then (2) think about how concepts and ideas we have discussed in class could help you interpret and process your interaction with senior citizens. Further guidelines will be provided and class time devoted to thinking collectively about your experience.

**Writing portrait of grandparents.** This is a 2-3 page non-fiction essay to reflect on one (or both) of your grandparents. I will provide you with a set of questions to help you brainstorm ideas for this short writing exercise.

**Oral presentations.** I will ask you to give two formal oral presentations (CBL and research) over the course of the semester. I will offer you more details on how to better prepare for these exercises on public speaking.

**Research paper.** This work will be the culmination of the personal and academic interest(s) that brought you to this course and it will be written through different stages as a way to understand and experience *writing as a process* and not as a final product. Specifically, you will need to complete the following:

- ✓ Thesis, arguments and annotated bibliography
- ✓ Functional outline
- ✓ Full draft of research paper
- ✓ Final draft of research paper
- ✓ Research presentation

**Portfolio of writing and self-reflection.** Please keep *all written work* for the course together. Reviewing these sheets will help you think about your progress over the course of the semester as you prepare your final self-evaluation. At the end of the semester, you will submit all your work along with a 2-page self-reflection, in which you will evaluate the ways in which your writing process and style have changed throughout the course of the semester. This paper is *due on the last day of class*.

**Policies and guidelines for all written assignments.** All these formal written assignments should be typed in 12-point, New Times Roman font and double spaced. In this class all citations should follow the Modern Languages Association (MLA) citation style. See Diana Hacker, *A Pocket Style Manual*, pages 103-154. **Please be aware that I will not accept any late work or any assignments submitted electronically.**

**Due dates.** All the due dates for each and one of the written and oral assignments in this course are *firm and non-negotiable*. All written assignment is due at the beginning of class on the days they are listed in the syllabus.

**Resources.** If you need assistance with your writing and/or oral presentations, please use the resources available to you on campus including The WORD Studio which is in ODY library and can be accessed at <http://www.stlawu.edu/writing/>. The Munn Center for Rhetoric and Communication maintains The WORD Studio in ODY Library—a place to get feedback from peers on assignments in Writing, Oral communication, Research, and Design of visual projects. You can come for a consultation to plan a paper or presentation (you don't need anything but a blank piece of paper!); to find ways to improve the ideas, organization, and style of a draft; to videotape and review a presentation rehearsal; to practice a PowerPoint presentation, and more. Peer tutors are not proofreaders or editors who silently “fix” your work for you; instead, they are trained to have a conversation with you about ways you can fix problem areas yourself and become better overall communicators. You may use The WORD Studio for consultations on assignments for any of your courses, although for FYP assignments you should first seek out your course mentor during his or her office hours.

The WORD Studio is open Monday through Thursday, 8:30 a.m. to 11:00 p.m.; Friday, 8:30 a.m. to 4:00 p.m.; and Sunday, 1:00 p.m. to 11:00 p.m. You may also IM the Studio during regular hours with quick questions about grammar, citation, and style: *SLUword*. You can call for an appointment at ext. 5727.

Professor's office hours: If you begin to experience difficulty with the course or have issues regarding the class that you want to discuss, please let me know as soon as possible. If you wait until the end of the semester the possibilities of being helped are less promising.

Mentor's office hours: Jessica Venezia is our FYS mentor. As a mentor, she is trained to assist you in writing, oral communication, and research. Jessica can help you brainstorm about ideas for an assignment, rehearse a presentation, narrow your thesis for a paper, strengthen your argument and organization in an essay, or work on stylistic and grammatical problems. Her job is *to help you learn how to do these things yourself*. She is a tutor, not your personal editor! You are free to consult with Jessica during her office hours and at her convenience. You must schedule tutorials with Jessica in advance: she cannot accommodate last-minute requests before an assignment is due.

Academic Honesty Policy/Plagiarism. Academic dishonesty will result in disciplinary actions by the university and students are expected to follow all provisions of the St. Lawrence University Code of Academic Honor as stated on the section “Academic Integrity Procedures” of the *Student's Handbook* 2008-09 from which the information below has been taken:

- It is assumed that all work submitted for credit is done by the student unless the instructor gives specific permission for collaboration.
- Cheating on examinations and tests consists of knowingly giving or using, or attempting to use unauthorized assistance during examinations or tests.
- Dishonesty in work outside of examinations and tests consists of handing in for credit as original work that which is **not** original, where originality is required.
- Falsifying research methods, data, and/or results constitutes academic dishonesty.

The following constitute examples of academic dishonesty:

- *Plagiarism*: Presenting as one's own work the work of another person—words, ideas, data, evidence, thoughts, information, organizing principles, or style of presentation — without proper attribution. Plagiarism includes paraphrasing or summarizing without acknowledgment by quotation marks, footnotes, endnotes, or other indices of reference (cf. Joseph F. Trimmer, *A Guide to MLA Documentation*).
- Handing in false data, reports or results in connection with any research project or experiment.
- Handing in a book report on a book one has not read.
- Falsification of attendance records of a laboratory or other class meeting.
- Supplying information to another student knowing that such information will be used in a dishonest way.
- Submission of work (papers, journal abstracts, etc.) which has received credit in a previous course to satisfy the requirement(s) of a second course without the knowledge and permission of the instructor of the second course.

The above list is not exhaustive. In the event there is a question as to whether alleged conduct falls within the scope of the Academic Honor Code, the vice president and dean of academic affairs' determination shall be final.

Claims of ignorance and academic or personal pressure are unacceptable as excuses for academic dishonesty. Students must learn what constitutes one's own work and how the work of others must be acknowledged. All intentional and unintentional acts of academic dishonesty may result in disciplinary action. Recommendations of disciplinary action may include a failing grade on the work in question, a failing grade in the course, disciplinary probation, suspension from the University, or expulsion from the University.

**Schedule of material covered.** Although you have a week-by-week and day-by-day schedule of pages, chapters, etc. to be covered, I may need to modify the program at some point during the semester. If that is the case, you will receive clear instructions on how to prepare for every class.

**Extra Credit.** Sufficient opportunity has been made available to students to demonstrate their mastery of the material in this class. Consequently, there is no extra credit in this course.

**Students with disabilities.** Students who require individualized arrangements because of a diagnosed disability should bring relevant documentation as soon as possible in order to make reasonable accommodations to facilitate their learning and performance in the course. I recommend you to contact Mr. John Meagher in the Office of Academic Services for Students with Special Needs since he will offer you all the information that you need to receive help with you disability.

**Grade distribution**

Attendance, participation, student’s day.....	15%
Writing portrait of grandparents.....	10%
Thesis, arguments and annotated bibliography.....	10%
Functional outline.....	10%
Full draft of research paper.....	15%
Final version of research paper.....	15%
CBL oral presentation.....	10%
Research oral presentation.....	10%
Writing portfolio.....	5%
	100%

**Grade Scale**

96-100	4.0	A+
92-95	3.75	A
88-91	3.5	A-
84-87	3.25	B+
80-83	3.0	B
77-79	2.75	B-
74-76	2.5	C+
71-73	2.25	C
68-70	2.0	C-
65-67	1.75	D+
62-64	1.5	D
59-61	1.25	D-
55-58	1.0	F

“Vespasian, the emperor, ... was brought up under the care of Tertulla, his grandmother by the father’s side ... When he became emperor, he used frequently to visit the house where he had spent his infancy, the house being kept just as it had been in former times, that his eyes might miss nothing of what they were wont to see there. And he so loved the memory of his grandmother that on all solemn occasions and festival days, he constantly drank out of a silver cup she had been accustomed to use”.

Suetonius. Lives of the Twelve Caesars. The Virago Books of Grandmothers. Ed. Penelope Farmer. London: Virago Press, 2002. 138-139.

“In some tribes relations are particularly easy, and grandparents and grandchildren joke together. Radcliffe Brown suggests that this freedom and ease between alternative generations is due to the marginal position of each; the old people have relinquished some of the burdens and responsibilities of life, the children have not yet assumed them. The result is that there is a feeling of identity between them”.

Elizabeth Fisher Brown. “Hehe Grandmothers.” The Virago Books of Grandmothers. Ed. Penelope Farmer. London: Virago Press, 2002. 112.

“Bekker and Taylor (1966) have explored what influence the numbers of generations in a young person’s own family will have on his perceptions of old people. Their findings suggest that young people with grandparents and great-grandparents have fewer age prejudices than those who do not. Specifically, they found that young subjects who had living great-grandparents perceived their grandparents as having fewer characteristics of old age than did young people who had no living great-grandparents. There was no significant difference in the ages of the grandparents of the two groups”.

Vivian Wood and Joan F. Robertson. “The Significance of Grandparenthood”. The Virago Books of Grandmothers. Ed. Penelope Farmer. London: Virago Press, 2002. 144-145.

## CLASS SCHEDULE

### JANUARY

19 Course introduction, syllabus, how to prepare the readings; What interests and questions brought you to this class?

21 Teitell, B. “Granny Diplomacy”. Also, listen to “Maternal Grandma will help Obamas settle in D.C.”  
<http://www.npr.org/templates/story/story.php?storyId=99002590>  
Orientation by Brenda Papineau on the Community Based Learning component of this course. Overview of community service and class work.

23 “Census 2000 Brief: Grandparents Living with Grandchildren”, Fuller-Thomson, E.

“America’s Grandparent Caregivers: Who Are They?”, Gross, J. “LEGACY; Child Raising 201: A Graduate Course for Grandmothers”, Sullivan, J. “Grandparents care for Siblings Orphaned by Violence” and Lee, J. “The Incredible Flying Granny Nanny”. Watch *Children Raised By their Grandparents* for class on Jan. 28

26 Edelman, H. “Through a Child’s Eyes”, Girgis, I. “A Christian Family in Egypt...”, Kokkali, E. “A Greek grandfather...” and Fowler, V. “Listening with her heart”

28 Kemp, C. “Dimensions of Grandparent-Adult Grandchild Relationships: From Family Ties to Intergenerational Friendships”, Williams, A. “The Grandparent-Grandchild Relationship”, Lewin, T. “Grandparents Play Big Part in Grandchildren’s Lives Survey Finds”, Jonhson, D. “For Distant Generations in Illinois, Unrelated but Oh So Close” and discussion of *Children Raised by their Grandparents*

30 Albert, R. “Legal issues for custodial grandparents”, Kornhaber, A. “Legal Issues”, Dao, J. “Grandparents Given Rights by Ohio Court” and Greenhouse, L. “Justices Deny Grandparents Visiting Rights” **Students’ Day #1**

## FEBRUARY

2 Guest lecture: Dr, Ron Flores, Department of Sociology, Coles, R. “Method”  
**Due: Writing portrait about your grandparents**

4 Processing the CBL experience  
Research Skills: Discussion on how to turn a research interest into a research topic  
Hacker, D. “Posing a research question”(sections a, b and c), pp. 92-93.

6 **First ODY Workshop:** How to choose a researchable topic  
**Due: TWO copies of three possible topics that would like to pursue and explain why (250 words)**

The class meets in ODY Lab 140B. Also, visit to the WORD Studio.

9 Guest Lecture: Dr. Leah Rohlfen, Department of Sociology (reading to be announced)  
Research Skills: Discussion on how to prepare an annotated bibliography

11 **Second ODY Workshop:** How to find popular and alternative sources  
The class meets in ODY Lab 140B

13 Bring to class a list of the popular and alternative sources that you found and a hard copy of ONE article relevant to your topic. Come prepared to report to the class on the content of that article. **Students’ Day # 2**

Research Skills: Integrating sources into your writing. Davis, J. Writing with Sources, pp. 16-32

- 16 Myerhoff, B. "Life History as Integration: Personal Myth and Aging", Stone, E. "Introduction" and Processing the CBL experience  
Research Skills: Developing and supporting a thesis
- 18 **Third ODY Workshop:** How to find scholarly sources  
The class meets in ODY Lab 140B
- 20 Individual meetings with the professor to discuss (1) how you have narrowed and focused your topic and (2) the outcomes of your bibliographic search
- 23 Individual meetings with the professor to discuss (1) how you have narrowed and focused your topic and (2) the outcomes of your bibliographic search
- 25 Class cancelled (professor at conference). Watch *The Way Home* on reserve at the ODY circulation desk for class on March 4. All students will meet with Jessica Venezia to discuss search progress and revised research question.
- 27 Class cancelled (professor at conference). All students will meet with Jessica Venezia to discuss search progress and revised research question.

## MARCH

- 2 Randall, W. "Time, Story and Wisdom: Emerging Themes in Narrative Gerontology" and Stone, E. "Of Money, Self-Worth and Lost Fortunes"  
**WORD Studio Workshop:** How to write a functional outline for a research paper  
**Due: description of your thesis, claims and annotated bibliography**
- 4 Discussion of *The Way Home* **Student's Day # 3**
- 6 Trujillo, N. "The Family Historian" and Zavella, P. "Silence Begins at Home"
- 9 Processing the CBL experience and Bassett, R. "Living Long and Keeping Well: Elderly Canadians Account for Success in Aging"
- 11 Guest Lecture: Dr. Ruth Kreuzer from SOAR, SUNY Potsdam. Take a look at <http://www.potsdam.edu/community/soar/index.cfm> and prepare three questions that you would like to ask about SOAR. **Due: Functional outline**
- 13 Class cancelled (professor at workshop)
- 16, 18 and 20 Spring Break
- 23 Sharing family stories **Student's Day # 4**

25 Navalta Poblete, P. *The Oracles: My Filipino Grandparents in America*, sections 1-7

27 Navalta Poblete, P. *The Oracles: My Filipino Grandparents in America*, sections 8-14

30 Denholtz, E. "Juanita. It's Our Tradition and Kemp C., "Grand Expectations: The Experiences of Grandparents and Adult Grandchildren"  
College Success Questionnaire

## APRIL

1 **Workshop on oral communication skills** with Dr. Kirk Fuoss

3 Individual conferences to discuss final version of paper outline

6 Individual conferences to discuss final version of paper outline

8 Practice on oral presentation

10 Oral presentation of your CBL experience and TWO page paper evaluation

13 Oral presentation of your CBL experience and TWO page paper evaluation

15 **Fourth ODY workshop:** Individual consultations and library work  
The class meets in ODY Lab 140B

17 The Grandparent's Legacy or Why do Grandparents Matter? **Students' Day # 5**  
**Due: Full draft of research paper**

20 Pair meetings in class to review the research presentation format. Bring ONE copy of your outline (2 page max.) of the presentation.

22 Individual conferences to discuss research essay draft

24 Individual conferences to discuss research essay draft

27 Research Presentations

29 Research Presentations

## MAY

1 Research Presentations

**Due: Final version of research paper and writing portfolio with self-reflection**

